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ABSTRACT

Developed as part of a quinmester unit for high school on advanced performance in argumentation, this guide provides the teacher with suggested teaching strategies for a course of continued development of the concepts learned in "Performance in Argumentation and Debate" and provides training for varsity debaters. Range of subject matter focuses on identification of issues, sources and types of evidence, techniques of reasoning and argumentation, and construction of debate cases and refutations. The guide is arranged by performance objectives with the teaching strategies listed under each objective. Appended is a list of student and teacher resources, including textbooks, reference materials, periodicals, and supplementary materials. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Advanced Performance in Argumentation

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ADVANCED PERFORMANCE IN ARGUMENTATION

5116.136
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English, Debate

Written
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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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Published by the Dade County School Board

COURSE NUMBER	COURSE TITLE: ADVANCED PERFORMANCE IN ARGUMENTATION
5116.136 5197.041 5197.042 5197.043 5197.044	COURSE DESCRIPTION: Continued development of the concepts learned in Performance in Argumentation and Debate. This class provides training for varsity debaters and may be elected for credit for four consecutive quinmesters.

I. PERFORMANCE OBJECTIVES

A. Having analyzed several propositions, the students will identify the issues inherent in each.

B. Given a series of issues, students will select the sources and types of evidence most appropriate for supporting or refuting them.

C. Given the opportunity to listen to or read a number of debate situations, students will discern the techniques of reasoning or argumentation being employed.

D. Given opportunity to research the current National University Extension Association debate proposition, the students will construct both affirmative and negative cases and effective refutations.

II. COURSE CONTENT

A. Rationale

This course is the action arena for competitive forensics. Since competence in reasoning and the structure of argumentation is the key to winning debate, performance level will be tested. The focal point will be training the varsity debate teams. Members of the class will participate in local and state forensic competitions. Tournaments might include the State Student Congress in Tallahassee, Florida; the Florida Forensics State Tournament; the Florida National District State Tournament.

B. Range of subject matter

1. Identification of issues

2. Sources and types of evidence

3. Techniques of reasoning and argumentation

4. Construction of debate cases and refutations

III. TEACHING STRATEGIES

A. Having analyzed several propositions, the students will identify the issues inherent in each.

1. Have students list several topics which are currently receiving attention in editorials in newspapers and magazines. Have each student choose one topic and bring to class as many references to it as he can find. Use one or more of the topics as a basis for class discussion during which the students identify the issues involved.

2. Choose a topic of local interest (school or community). Have the class compile a list of the issues on both sides. Discuss with the class the debater's need to analyze both sides of any question.

3. Have students listen to or read some of the famous debates of history such as those between Lincoln and Douglas or Kennedy and Nixon. Have them list issues and look for evidence of one debater having anticipated his opponent's points.

4. Pose propositions such as the following.

a. Students should have a voice in the selection of school staff.

b. Attendance at school should be optional.

c. All high school courses should be elective.

d. _____, now zoned for one-family dwellings, should be rezoned to permit high rise apartments.

e. _____, now a public recreation facility, should be offered for sale as the site for an industrial park.

f. All water supply distributed for human consumption should be fluoridated.

g. For attendance at high school students should receive a government stipend graduated in proportion to academic achievement.

h. Interscholastic athletic contests should be discontinued.

5. Divide the class into teams of four. Have each squad select one of the above propositions and test it by such criteria as interest, timeliness, and importance. They might consider such questions as:

   a. Is the topic debatable?

   b. Is the meaning clear?

   c. Does the burden of proof rest with the affirmative?

6. Have each team make a preliminary analysis or outline of both sides of their question. Guidelines like the following may be found in most debate texts.

   a. Why is the question important now?

   b. What is the historical background of the question?

   c. What terms need to be defined?

   d. What irrelevant matter must be excluded?

   e. What basic facts must be accepted by both sides?

   f. What is the crux of the argument?

   g. What are the inescapable issues?

7. Have students role-play scenes in which two or more characters are engaged in what is essentially a debate. Possible choices might be the courtroom scene from Merchant of Venice; the trial scenes in Inherit the Wind; the struggle between Webster and the devil in The Devil and Daniel Webster. Have the spectators analyze the issues raised and also consider whether the arguments were won on sound issues or in other ways.

B. Given a series of issues, students will select the sources and types of evidence most appropriate for supporting or refuting them.

   1. Lead the students in a discussion of sources of evidence.

      a. Personal investigations and interviews

      b. Reference books

      c. Magazine articles

d. Vertical file

e. Encyclopedias

f. Statistical resources such as World Almanac

g. Biographies and biographical indexes

h. NUEA Debate Handbooks

i. Governmental publications

2. Establish with the class a common system of taking and filing notes. Most students find it convenient to use 4" x 6" cards on which they record bibliographic information, the credentials of the speaker or writer, a single citation per card, and the issue to which the information pertains.

3. Arrange for the librarian to work with students in locating and analyzing the utility of the various reference materials available for use by the class.

4. To familiarize students with working with these reference materials, compile a list of questions and have students spend some time in the library searching for answers. They should later discuss the usefulness of the various resources in locating different kinds of information.

5. Have students generate a list of topics, and then discuss where they would look first to find information about them. They might do some reality checking on their guesses.

6. Have students as a group analyze a news article or an editorial in order to categorize the kinds of evidence used to support the arguments. Try to select articles or editorials which use all four kinds of evidence: fact, opinion, example, and statistics.

7. Have students demonstrate their ability to recognize the kinds of evidence in a selection by labelling the examples they find.

8. Have interested students look up such topics as:
   UFO sighted over Washington, D.C.

   Loch Ness Monster photographed.

   Devil's Triangle claims another victim.

   Noah's departure point for the Ark was North Florida.

   California is doomed to slide into the Pacific Ocean.

The Cardiff Giant was a hoax.

The Big Bang theory of the universe is accurate.

Sasquatch is alive and well in the Northwest.

The peace sign is the devil's cross.

Bridey Murphy proves reincarnation.

The egg preceded the chicken.

Man is a product of evolution.

They should be able to find many viewpoints represented--from eye witness accounts to scientific data. Have them analyze the quality of the evidence offered in support of the various opinions. They might apply such tests as the following:

a. Did the eye witness have an unimpeded view of the event/object?

b. Have other people reported observing the same phenomenon?

c. Was it a once-in-a-lifetime occurrence?

d. Is the stated fact congruent with other known facts?

e. Is the person expressing the opinion qualified, personally, professionally?

f. Is the example representative?

g. Is the example supported by known facts?

9. Have students discuss the use of statistics as evidence. They might analyze the cliché, "You can prove anything with statistics." Help them to recognize that in using statistics the speaker or writer is placing the fact, opinion,or example in a broader framework.

10. Have students role-play the court martial scene in The Caine Mutiny. Have the audience analyze the issues and the evidence cited. Would they have ruled as the court did? Why? Have them read or listen to the final speech and discuss how evidence was subverted.

C. Given the opportunity to listen to or read a number of debate situations, students will discern the techniques of reasoning or argumentation being employed.

1. Have students demonstrate their competence in understanding thought relationships, the various types of argumentation structure, and the tests of validity: the key factors in winning debates.

2. Have students practice the application of the principles of evidence (relevance, reliability, availability) to a variety of facts, opinions, examples,and statistics.

3. Have students practice the "inductive leap" in each of a series of generalizations. Have them identify the structure as evidence equals experience and/or observation plus assumption (relationships are invariant and recurrent throughout the universe).

4. Ask students to test cause-effect analyses by exploring semantic tactics and/or citing evidence to validate the link between action and harm. Apply Mill's five canons.

5. Have students establish and uphold the similarities in a series of analogies. Apply the reductio argument when possible.

6. Have the students distinguish between example and sign argument in various samples.

7. Have the students practice the Toulmin format of argument as a key to understanding and validating data.

8. Have students test the validity of deductive reasoning by applying four basic tests:

   a. Does the necessary relationship between reasons and conclusions exist?

   b. Is there any contradiction present?

   c. Does reasoning progress from general to specific?

   d. Is the conclusion inherent in the original premises?

9. Have each student take ten evidence cards from his file and for each piece of evidence prepare an analysis of the reasoning and structure. Indicate the appropriate test to validate the evidence.

10. Present students with printed copies or audio-tapes of debate situations such as those listed below and have them identify the thought relationships and the structure of reasoning utilized.

    a. Joint communiqué of July 5, 1972 by Russian leaders and Fidel Castro demanding that the United States relinquish the Guantanamo Naval Base.

    Excerpts from:

    b. The Surgeon-General's Report on tobacco

    c. American Medical Association's Report on marijuana

    d. The Otto Kerner Report

    e. The Warren Commission Report

    f. Topic discussed on "The Advocates"

    g. Dialogue on "Firing Line"

    h. Televised political debates

D. Given opportunity to research the current National University Extension Association debate proposition, the students will construct both affirmative and negative cases and effective refutations.

    1. Define with class the necessary terms in the current national high school debate topic.

    2. Have class identify the major affirmative and negative issues on the current national high school debate topic. The instructor should set up exercises that require the student to list and elaborate upon the major issues of the year's resolution. The student products should then be used as an aid in analyzing the current resolution.

    3. Present the student with editorials pertinent to the topic and require him to compose an editorial on his own to refute a published one.

    4. Present students with professionally prepared contentions supporting the current high school debate topic and require them to develop well substantiated written refutation to those contentions.

5. Present the student with professionally prepared negative contentions from the current national debate topic and require the student to develop well substantiated written refutation to those contentions.

6. Select four students from the class to form a symposium for the purposes of presenting an indepth analysis of the problem area under which the current national high school debate resolution falls.

7. Select three students from the class to form a forum for the purposes of presenting an affirmative analysis of the current national high school debate topic. At the end of the formal presentation the class should be given an opportunity to question the panel members on the facts presented.

8. Select four or five students from the class to present a panel discussion on the negative issues of the current national high school debate proposition. At the conclusion of the formal presentation the class members should be given an opportunity to question the panel members on the facts given and the interpretations of these facts.

9. Invite experts on the subject of the year's NUEA resolution to speak to the class for further explication of the topic.

10. Develop a class affirmative evidence file box by requiring all students to contribute a specified number of cards each week that support the debate question of the year.

11. Develop a negative class evidence file box following the same procedure used for the affirmative file box.

12. Require the class to develop well substantiated affirmative briefs on the current NUEA resolution. Copies of these briefs can be made for team uses in formal tournaments.

13. Require the class to work together to setup well substantiated negative briefs. The same procedure should be followed for these briefs as in the affirmative ones.

14. Organize two-man teams to develop sufficient substantiation for their cases and to find evidence to refute possible arguments against those cases. Each two-man team should develop file boxes of evidence to refute affirmative and negative cases in formal debate tournaments. These pieces of evidence should be geared to the primary issues both affirmatively and negatively on the current national high school debate topic.

15. Require each two-man team to build a prima facie affirmative case using the type of case best suited to the resolution. The case must be supported with evidence gathered by the individual teams and from the general class file of evidence. All of the developed affirmative cases should be presented to the class for discussion and evaluation on the elements of a good affirmative case before the case is actually put into use in a debate competition.

16. Have each two-man team build a negative brief refuting its own affirmative case, listing all the possible negative arguments, and find evidence to refute those arguments when posed by the opposition in a tournament debate.

17. Have series of student-led class discussions on which type of affirmative case is most effective for general use with the current national high school debate topic before any affirmative cases for tournament use are constructed.

18. Have each two-man team present its affirmative case in local debate competitions to a qualified debate critic and an audience. Contract debates with other senior high schools in the county can be set up to give the students additional practice in working with an affirmative case on the current national high school debate proposition.

19. Give copies of printed debates to students and ask them to evaluate in a class discussion the effectiveness of the negative refutation. This might be done by setting forth the desirable elements of good refutation and scrutinizing the negative case for these factors.

20. Conduct a series of student-led classroom discussions on the types of negative cases most effective in refuting the current national high school debate topic. In these discussions all the possible types of negative cases should be brought out and their possible effectiveness elaborated upon.

21. Arrange a series of direct-clash debates in class as an exemplification of refutation methods. Divide the class into groups of five or six. Let each group select one issue of the current national debate proposition. The first affirmative speaker will have five minutes to support that issue; each subsequent speaker alternating negative and affirmative will have three minutes in which to deliver refutation or counter refutation.

22. Have a debate presented in class by a team from one of the colleges in the community. Require all students to flow the debate, individually, underlining affirmative issues in the case. At the conclusion of the debate, hold a class discussion on the effectiveness of the negative refutation of the major affirmative issues. After each debate attended by the students the evidence used in debates can be evaluated on significancy and validity. If any part of either an affirmative or negative case proved vulnerable to refutation because of evidence, the team(s) along with the instructor should decide on new evidence to prove a point or an issue in the debate case.

23. Hold a series of student-led class discussions on the advantages of the status quo as provided by the annual high school debate proposition. These discussions should be used to help the students identify major negative issues and possible structured negative cases for use in formal debate competitions.

24. Have previously established two-man teams compile a list of advantages offered only by the status quo or the negative side of the high school resolution. Each two-man team should make a negative brief of these advantages with evidence to support each issue in that case.

25. Require the two-man teams to set up a list of disadvantages that the current high school resolution accrues by its nature in doing away with the present system and in accepting any possible affirmative plan to meet that resolution. These disadvantages should be supported with evidence and included in the negative brief used for tournament debate.

26. Send students in groups of four to Channel 7's program "Youth and the Issue" to discuss the national high school debate topic of the current year.

27. During the course send consecutive groups of five or six students to the television program "Rapparound" to discuss the negative issues of topics related to the current national high school debate proposition. Members from some club in the school such as the United Nations Club might be asked to discuss the affirmative views on the topic leaving the negative opinions to the students from this class.

28. Set up a forum of three students to speak negatively on the year's debate resolution to some of the civic clubs in the community. At the conclusion of the presentation, urge the audience to question the panel members on their facts and their interpretations of those facts.

29. Have interested students engage in heckle debates using the topic developed for current use by the NUEA. These debates might be presented to high school assemblies as a means of creating interest in the forensic program.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Discussion and Debate

B. Non-state-adopted supplementary materials

1. Textbooks

Wood, Roy V. Strategic Debate. Skokie, Illinois: National Textbook, n.d.

2. Reference materials

Springboards, Springboards, Inc., St. Louis, Mo., 63103. (a handbook on current high school topic)

Viewpoint, Springboards, Inc., St. Louis, Mo., 63103.

"Issues," National Textbook Co., Skokie, Illinois, 60076.

Debate Sourcebook, P.O. Box 12127, Pensacola, Florida, 32502.

600 Pieces of Evidence, Mid-America Research, 300 N. Waverly, Springfield, Missouri, 65802.

Reynolds, W. M. and J. J. Unger. Second Thoughts. Skokie, Illinois: National Textbook Co., n.d.

Georgia Debate Cards, P.O. Box 5027, Athens, Ga., 30604.

Special Analysis, American Enterprise Institute, 1200 17th Street N.W., Washington, D.C.

3. Periodicals

United States News and World Report. Circulation Department, 435 Parker Avenue, Dayton, Ohio, 45401.

Time. Principal Office, Rockefeller Center, New York, New York, 10020.

Newsweek. 444 Madison Avenue, New York, New York, 10022.

Current History. 4225 Main Street, Philadelphia, Pennsylvania.

Issues. National Textbook Co., 8259 Niles Center Road, Skokie, Illinois, 60076.

V. TEACHER RESOURCES

A. Textbooks

Freeley, Austin. Argumentation and Debate. Belmont, California: Wadsworth, 1969.

McBurney, James and Glen Mills. Argumentation and Debate. New York: Macmillan, 1964.

Thompson, Wayne. Modern Argumentation and Debate: Practices and Principles. New York: Harper and Row, 1971.

B. Professional books and periodicals

Graham, Gladys Murphy. "The Natural Procedure in Argument." The Quarterly Journal of Speech, Vol. XI, No. 4, p. 321.

Kraus, Sidney, ed. The Great Debates. Bloomington, Indiana: Indiana University Press, 1962.

Lippman, Walter. "How to Make Decisions." New York Herald Tribune, March 3, 1960.

McBath, James H., ed. TV Championship Debates. Portland, Maine: J. Weston Walsh, 1964.

McCrosky, James and Donald Klopf. "Ethical Practices in Debate." The Journal of the American Forensic Association, Vol. 1, No. 1, pp. 13-16.

Toulmin, Stephen. The Uses of Argument. Cambridge, England: Cambridge University Press, 1958. Essay III.